



# Nevada English Mastery Council

## REQUEST FOR SUBMISSION: LEA Board Approved English Learner Policy/Plan *December 2015*

Per NRS 388.405(2)(a), 388.407 and 388.411(1)(2) the boards of trustees of each Nevada school district are charged with developing and implementing policy for the instruction of English Learners. The State Board has approved criteria recommended for these policies by the English Mastery Council (EMC). The EMC is directed to review districts’ policies and to make recommendations annually to the State and local boards for improvement to these policies. The Superintendent of Public Instruction shall monitor each district’s compliance with the criteria prescribed by the State Board.

Submission Information:	Timeline:	
<b>Due Date: March 1, 2016</b> <b>Submit to: English Mastery Council c/o:</b> <b>Susan Johnson</b> <b>Electronic Submission:</b> <a href="mailto:susanjohnson@doe.nv.gov">susanjohnson@doe.nv.gov</a>  Please submit all documents in MS WORD; NDE will create hyperlinks to facilitate EMC review.	2013 - June	SB 504 Enacted
	2014 - January	English Mastery Council (EMC) Convened
	2014 - August	District Policy and Criteria Planning Subcommittee (EMC) Convened
	2014 - December	Policy Criteria Approved by EMC and by State Board of Education
	2015 - April	Policy Focus Group Convened
Questions: Contact Jonathan Gibson <a href="mailto:jgibson@doe.nv.gov">jgibson@doe.nv.gov</a> (775-687-9257) or Kulwadee Axtell <a href="mailto:kaxtell@doe.nv.gov">kaxtell@doe.nv.gov</a> (775-687-9256)	2015 - May	Presentation to Nevada Association of State School Superintendents Presentation to District Title III/EL Directors Focus Group Review of Support Plan and Materials
	2015 - June	Support Materials Available for LEAs
	2015 - December	LEA Policy Drafts may be submitted for preliminary review
	<b>2016 – March 1</b>	<b>EL Policy/Plan Submissions Due to EMC – (Draft or Approved)</b>

**Please note:** This submission requires districts to **identify the location** of required criteria as they are addressed in the Policy or Related Documents (see instructions on page 2). This is necessary so that the EMC can evaluate the submission efficiently and still operate in accordance with the regulations of Open Meeting Law.



## English Learner District Policy/Plan Submission Form English Mastery Council Review Form

Primary purposes for this form:

1. Districts submit their EL Policies and associated documents, and **create an index of criterion location** by document and page number.
2. The EMC determines if each district policy/plan meets expectations for the criteria as established by the State Board.
3. Districts run a self-evaluation of the EL Policy; it is intended that fidelity of implementation will satisfy state and federal requirements.
4. The NDE provides districts a cross reference for the “Desktop Monitoring” of each criterion through eNOTE.

**Instructions for Districts:**

Submit all documents related to the EL Policy  
 Identify criterion location – document, page and reference  
 Use Appendix A for more information (hyperlinks or hard copy)

**Instructions for EMC:**

Evaluate Policies for each criterion against the “Expectation”  
 “Does Not Meet” status requires a comment  
 Use Appendix A for more information (hyperlinks or hard copy)

Part I: Policy/Plan Development Criterion (The evidence for Part I may be provided in a separate assurance.)								
A. Process:		Primary Location		Ancillary Location(s)		Mark if not Addressed	Resources	
Criterion		Document	Page(s)	Document	Page(s)		eNOTE	Citation(s)
1 <a href="#">Click here</a>	The process for the development of this policy must include evaluation of relevant research and consultation with teachers, school administrators and parents.						b.1	[ESSA 3116(b)(4)(C)]
<b>District completes Index above; EMC completes Evaluation below.</b>								
Expectation		Status		Comments/Recommendations				
1. Policy development process includes evaluation of relevant research and consultation with teachers, school administrators, and parents.		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet						



**Part II: Minimum Component Criteria**

A. Vision/Purpose/Philosophy Statement:		Primary Location		Ancillary Location(s)		Mark if not Addressed	Resources	
		Document	Page(s)	Document	Page(s)		eNOTE	Citation(s)
II(a) <a href="#">Click here</a>	Vision/Purpose/Philosophy Statement that describe the district’s overarching approach to serving its English Learner (EL) students:						b.2	OELA Toolkit: Chapter 2
II(a)(i) <a href="#">Click here</a>	Statement addresses <b>alignment</b> and integration of EL services with district priorities, goals and plans						b.2	DIP SIP
II(a)(i) <a href="#">Click here</a>	Statement addresses alignment and <b>integration</b> of EL services with district priorities, goals and plans						b.2	DIP SIP
II(a)(ii) <a href="#">Click here</a>	Statement is consistent with state and federal regulations, policies and/or guidance						b.2	OELA Toolkit: Chapter 2 Chapter 4

***District completes Index above; EMC completes Evaluation below.***

Expectation	Status	Comments/Recommendations
1. Statement describes the district’s overarching approach to serving ELs.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	
2. Statement addresses alignment of EL services with district priorities, goals, and plans. (How do EL services correspond to other district initiatives?)	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	
3. Statement addresses integration of EL services with district priorities, goals, and plans. (How are EL services implemented in conjunction with other district initiatives?)	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	
4. Statement is consistent with state and federal regulations, policies, and/or guidance. <ul style="list-style-type: none"> <li>▪ At the minimum, the statement must address ensuring <u>equitable access</u> for all ELs to educational opportunities.</li> </ul>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	

B. Statement of Desired Outcomes/Expectations :		Primary Location		Ancillary Location(s)		Mark if not Addressed	Resources	
Criterion		Document	Page(s)	Document	Page(s)		eNOTE	Citation(s)
II(b)(i) <a href="#">Click here</a>	EL student attainment of proficiency in the English Language						b.3	NRS 388.407(1)
II(b)(ii) <a href="#">Click here</a>	EL student academic achievement						b.3	NRS 388.407(1)
II(b) <a href="#">Click here</a>	Desired Outcomes/Expectations						b.3	OCR/DOJ 1/7/15 Dear Colleague

***District completes Index above; EMC completes Evaluation below.***

Expectation	Status	Comments/Recommendations
1. Statement must address EL student attainment of proficiency in the English language.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	
2. Statement must address EL student academic achievement.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	
3. Statement <u>may</u> include expectations for teachers and instructional leaders. <ul style="list-style-type: none"> <li>▪ Recommended per “Dear Colleague Letter” OCR/DOJ 1/7/15 (pp. 14-15)</li> </ul>	<input type="checkbox"/> Addressed <input type="checkbox"/> Not Addressed	

C. Definitions of Terms and Acronyms:		Primary Location		Ancillary Location(s)		Mark if not Addressed	Resources	
Criterion		Document	Page(s)	Document	Page(s)		eNOTE	Citation(s)
II(c)(i) <a href="#">Click here</a>	Consistent with Federal and State regulations, policies and/or guidance						b.4	

***District completes Index above; EMC completes Evaluation below.***

Expectation	Status	Comments/Recommendations
1. Definitions are consistent with state and federal regulations, policies, and/or guidance. <ul style="list-style-type: none"> <li>▪ If a glossary is provided, it <u>may</u> be in the associated documents or in the policy itself.</li> </ul>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	



Nevada English Learner District Policy/Plan Submission and Review Form

District: \_\_\_\_\_  
 Date Submitted: \_\_\_/\_\_\_/\_\_\_  
 Date Reviewed: \_\_\_/\_\_\_/\_\_\_

D. Associated Documents:		Primary Location		Ancillary Location(s)		Mark if not Addressed	Resources	
Criterion		Document	Page(s)	Document	Page(s)		eNOTE	Citation(s)
II(d) <a href="#">Click here</a>	Corresponding (or Integrated) District EL Service Delivery Plan and/or Operational Guide						b.5	
<b><i>District completes Index above; EMC completes Evaluation below.</i></b>								
Expectation		Status		Comments/Recommendations				
1. If the LEA chooses to address Policy Content Criteria (part III) and/or operational procedures as <u>associated documents</u> to the LEA Board approved EL policy, they must correspond to and be identified in the policy.		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/> N/A						

**Part III: Minimum Content Criteria**

A. Provide for identification of EL students:		Primary Location		Ancillary Location(s)		Mark if not Addressed	Resources	
		Document	Page(s)	Document	Page(s)		eNOTE	Citation(s)
Criterion		Document	Page(s)	Document	Page(s)	Mark if not Addressed	eNOTE	Citation(s)
III(a) <a href="#">Click here</a>	The District defined process to identify students for EL services must be consistent with state and federal regulations, policies, and/or guidance						c	NRS 388.407(2)(a) OELA Toolkit: Chapter 1
III(a)(i) <a href="#">Click here</a>	Home Language Survey						c.1	OELA Toolkit: Chapter 1
III(a)(ii) <a href="#">Click here</a>	Screening Instrument:						c.2	OELA Toolkit: Chapter 1
III(a)(iii) <a href="#">Click here</a>	Exit/Reclassification from EL status [ESSA 3113(b)(2)]						c.3	OELA Toolkit: Chapter 8 ESSA 3113(b)(2)

***Districts complete Index above; EMC completes evaluation below.***

Expectation	Status	Comments/Recommendations
1. The District defined process to identify students for EL services must be consistent with state and federal regulations, policies, and/or guidance.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	
2. Home Language Survey (HLS): <ul style="list-style-type: none"> <li>▪ Purpose and outcomes are defined;</li> <li>▪ Administration process defines how, when and by whom the survey is administered; and</li> <li>▪ Survey questions are consistent with state guidance:</li> <li>▪ Child’s primary/first language; and                             <ul style="list-style-type: none"> <li>▪ Language(s)spoken at home; and</li> <li>▪ Language(s)used with peers; or</li> <li>▪ As part of the WIDA HLS pilot program.</li> </ul> </li> </ul>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	
3. Screening Instrument: <ul style="list-style-type: none"> <li>▪ Purpose and outcomes are defined</li> <li>▪ Administration process defines how, when and by whom the screener is administered; and</li> <li>▪ WIDA Screening Tools: W-APT, MODELS.</li> </ul>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	
4. Exit/Reclassification from EL status: <ul style="list-style-type: none"> <li>▪ WIDA ACCESS results: 5.0 overall and 5.0 literacy</li> </ul>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	

B. Provide for the periodic reassessment of English proficiency and applicable content assessments of each EL qualified student:		Primary Location		Ancillary Location(s)		Mark if not Addressed	Resources	
		Document	Page(s)	Document	Page(s)		eNOTE	Citation(s)
III(b)(i) <a href="#">Click here</a>	English Language Proficiency Assessment (ELPA) as defined by federal or state law or regulation, or a policy adopted by the State Board of Education						d.1 d.2 d.3	NRS388.407(2) OELA Toolkit: Chapter 6
III(b)(ii)(1) <a href="#">Click here</a>	Interim Proficiency Assessment/Evaluation: Formal (Interpret results of district/school tools relative to EL students' English proficiency levels)						d.4	NPEP: ELPA OELA Toolkit: Chapter 9
III(b)(ii)(2) <a href="#">Click here</a>	Interim Proficiency Assessment/Evaluation: Informal (Evaluate EL students' Academic Language Acquisition progress)						d.4	OELA Toolkit: Chapter 9
III(b)(iii) <a href="#">Click here</a>	Classroom assessment of ELs <ul style="list-style-type: none"> <li>▪ EL specific practices/accommodations</li> <li>▪ Criteria to apply EL specific practices/accommodations</li> </ul>						d.5	OELA Toolkit: Chapter 2

***District completes Index above; EMC completes Evaluation below.***

Expectation	Status	Comments/Recommendations
1. English Language Proficiency Assessment (ELPA): <ul style="list-style-type: none"> <li>▪ All ELs enrolled during the testing window must be assessed annually;</li> <li>▪ ELs must be assessed with the WIDA ACCESS 2.0;</li> <li>▪ 1% of students with most significant cognitive disabilities must be assessed with the ALT-ACCESS; and</li> <li>▪ Accommodations for students with disabilities must be specified in each student's IEP.</li> </ul>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	
2. Formal Content Proficiency Assessment/Evaluation (i.e., MAPPs, SBAC, EOC, DRA): <ul style="list-style-type: none"> <li>▪ District process to interpret state/local assessment results relative to students' English proficiency levels must be defined;</li> <li>▪ District process to identify and archive selected designated supports for EL students taking state assessments must be defined.</li> </ul>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	



<b>EMC Evaluation Continued: <i>Provide for the periodic reassessment of English proficiency and applicable content assessments of each EL qualified student</i></b>		
<b>Expectation</b>	<b>Status</b>	<b>Comments/Recommendations</b>
3. Informal Interim Proficiency Assessment/Evaluation (i.e., classroom observations, interviews): <ul style="list-style-type: none"> <li>District process to evaluate EL student’s academic language acquisition progress must be defined.</li> </ul>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	
4. Classroom assessment of ELs: <ul style="list-style-type: none"> <li>District must identify EL specific practices/accommodations <b>differentiated for students’ English proficiency-content expectations should be rigorous and at student’s grade level</b>); and</li> <li>Identify criteria for EL specific practices/accommodations (i.e., which students receive specific services and/or accommodations).</li> </ul>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	

C. Design services to eliminate achievement gaps and ensure equitable access to educational programs including:								
Section C-I: Use of Data		Primary Location		Ancillary Location(s)		Mark if not Addressed	Resources	
Criterion		Document	Page(s)	Document	Page(s)		eNOTE	Citation(s)
III(c)(i) <a href="#">Click here</a>	Use of data to inform program design, resource allocation and instructional practice						e.01	NRS 388.407(2)(c) Castañeda vs. Pickard
III(c)(i)(2) <a href="#">Click here</a>	Program participation: <ul style="list-style-type: none"> <li>▪ Gifted and Talented (ensure access to programs);</li> <li>▪ Special Education (protect against over and under identification)</li> </ul>						e.04 e.05	OELA Toolkit: Chapter 5 OELA Toolkit: Chapter 6
<b>District completes Index above; EMC completes Evaluation below.</b>								
Expectation		Status		Comments/Recommendations				
1. District uses federal/state/local accountability data to inform: <ul style="list-style-type: none"> <li>▪ Program design</li> <li>▪ Resource allocation</li> <li>▪ Instructional practice</li> </ul>		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet						
2. District uses program participation data to: <ul style="list-style-type: none"> <li>▪ Ensure EL access to Gifted and Talented, AP, and Honors programs:                             <ul style="list-style-type: none"> <li>○ Recommended that the LEAs define criteria for EL participation in these programs per OCR/DOJ/Dear Colleague Letter dated Oct 1, 2014.</li> </ul> </li> <li>▪ Protect against over and under identification into Special Education;</li> <li>▪ Ensure ELs with disabilities are appropriately identified and served in both programs.</li> </ul>		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet						



Nevada English Learner District Policy/Plan Submission and Review Form

District: \_\_\_\_\_  
 Date Submitted: \_\_\_/\_\_\_/\_\_\_  
 Date Reviewed: \_\_\_/\_\_\_/\_\_\_

Section C-II: Leadership and Staffing (eliminate achievement gaps and ensure equitable access)		Primary Location		Ancillary Location(s)		Mark if not Addressed	Resources	
		Document	Page(s)	Document	Page(s)		eNOTE	Citation(s)
III(c)(ii) <a href="#">Click here</a>	Leadership and Staffing: infrastructure, roles and collaboration (Part I - Staffing)						e.06	ESSA 3116(b) OELA Toolkit: Chapter 3
III(c)(ii) <a href="#">Click here</a>	Leadership and Staffing: infrastructure, roles and collaboration (Part II – Personnel Roles)						e.06	OELA Toolkit: Chapter 2 OELA Toolkit: Chapter 3
III(c)(ii) <a href="#">Click here</a>	Leadership and Staffing: infrastructure, roles and collaboration (Part III – Collaboration Process)						b.5 e.06	OELA Toolkit: Chapter 5

***District completes Index above; EMC completes Evaluation below.***

Expectation	Status	Comments/Recommendations
1. Ensure sufficient staff/personnel infrastructure based on EL demographics: <ul style="list-style-type: none"> <li>▪ EL program administration;</li> <li>▪ EL endorsed staff;</li> <li>▪ EL trained staff (certified and classified).</li> </ul>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	
2. Define personnel roles for EL services: <ul style="list-style-type: none"> <li>▪ Administrators;</li> <li>▪ Test coordinators;</li> <li>▪ EL certified staff;</li> <li>▪ EL classified staff;</li> <li>▪ Content teachers;</li> <li>▪ Others (i.e., counselors, reading specialists etc.).</li> </ul>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	
3. Define process for collaboration between: <ul style="list-style-type: none"> <li>▪ EL and other programs (i.e., Title I, School Improvement, etc.).</li> </ul>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	

Section C-III: Curriculum Research based selection of curricula that consider language development needs of ELs:		Primary Location		Ancillary Location(s)		Mark if not Addressed	Resources	
Criterion		Document	Page(s)	Document	Page(s)		eNOTE	Citation(s)
III(c)(iii)-(1) <a href="#">Click here</a>	ELD Curriculum: High quality, rigorous instructional materials and practices that align with: <ul style="list-style-type: none"> <li>▪ The Nevada Academic Content Standards; and</li> <li>▪ District identified program Model(s) of Instruction/Instructional Delivery Method(s)</li> </ul>						e.07 e.08	Framework: Council Great City Schools OELA Toolkit: Chapter 4
III(c)(iii)-(2) <a href="#">Click here</a>	Content Curriculum: High quality, rigorous instructional materials and practices that provide ELs concurrent expectations for and access to: <ul style="list-style-type: none"> <li>▪ Academic English Development; and</li> <li>▪ Grade-level Content Instruction.</li> </ul>						e.09	Framework - CGCS OELA Toolkit: Chapter 4
III(c)(iii)-(3) <a href="#">Click here</a>	Integrate cultural relevance, the building of background knowledge, and the acquisition of academic language into all content area and language development curricula.						e.10	Framework-OELA Toolkit: Chapter 4

***District completes Index above; EMC completes Evaluation below.***

Expectation	Status	Comments/Recommendations
1. English Language Development (ELD) curriculum: Define process to ensure high quality research based rigorous instructional materials and practices that align with: <ul style="list-style-type: none"> <li>▪ The Nevada Academic Content Standards;</li> <li>▪ The Nevada English Language Development Standards (WIDA-ELD); and</li> <li>▪ The LEA’s identified program Model(s) of EL Instruction.</li> </ul>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	
2. Content Curriculum: Define process to ensure high quality research based rigorous instructional materials and practices that provide ELs concurrent expectations for and access to: <ul style="list-style-type: none"> <li>▪ Academic English Development; and</li> <li>▪ Grade level content instruction.</li> </ul>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	
3. Define process to ensure that all district curricula are designed to integrate: <ul style="list-style-type: none"> <li>▪ Cultural relevance;</li> <li>▪ Building of background knowledge;</li> <li>▪ Acquisition of academic language.</li> </ul>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	



Nevada English Learner District Policy/Plan Submission and Review Form

District: \_\_\_\_\_  
 Date Submitted: \_\_\_/\_\_\_/\_\_\_  
 Date Reviewed: \_\_\_/\_\_\_/\_\_\_

Section C-IV: Professional Development/Learning (eliminate achievement gaps and ensure equitable access):		Primary Location		Ancillary Location(s)		Mark if not Addressed	Resources	
		Document	Page(s)	Document	Page(s)		eNOTE	Citation(s)
III(c)(iv) <a href="#">Click here</a>	Professional Development/Learning (Part I – All Districts)						e.11	ESSA 3115(c)(2)
III(c)(iv) <a href="#">Click here</a>	Professional Development/Learning (Part II – Title III)						e.04 e.05	ESSA 3115(c)(2)
<b><i>District completes Index above; EMC completes Evaluation below.</i></b>								
Expectation		Status		Comments/Recommendations				
1. Define process to ensure sound professional development opportunities: <ul style="list-style-type: none"> <li>▪ Include instructional leaders, EL and content staff;</li> <li>▪ Address fidelity of implementation; and</li> <li>▪ Address process to sustain systemic training.</li> </ul>		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet						
2. Title III funded districts must address professional development that is supplemental to the LEA’s EL Program and that is paid for with Title III funds.		<input type="checkbox"/> Meet <input type="checkbox"/> Does Not Meet						



Nevada English Learner District Policy/Plan Submission and Review Form

District: \_\_\_\_\_  
 Date Submitted: \_\_\_/\_\_\_/\_\_\_  
 Date Reviewed: \_\_\_/\_\_\_/\_\_\_

Section C-V: Models of Instruction/Instructional Delivery Methods (eliminate achievement gaps and ensure equitable access:)		Primary Location		Ancillary Location(s)		Mark if not Addressed	Resources	
		Document	Page(s)	Document	Page(s)		eNOTE	Citation(s)
III(c)(v) <a href="#">Click here</a>	Models of Instruction/Instructional Delivery Methods (Part I – Program)						e.12	ESSA 3116(b)(1); 3115(f)(1) OELA Toolkit: Chapter 2
III(c)(v) <a href="#">Click here</a>	Models of Instruction/Instructional Delivery Methods (Part II – Student Assignment)						e.12	OELA Toolkit: Chapter 2
<b><i>District completes Index above; EMC completes Evaluation below.</i></b>								
Expectation		Status		Comments/Recommendations				
1. Districts must select and implement EL Model(s) of Instruction/Instructional Delivery Methods that are designed and reasonably calculated to enable EL students to attain: <ul style="list-style-type: none"> <li>▪ English proficiency within a reasonable length of time; and</li> <li>▪ Content mastery within a reasonable length of time.</li> </ul>		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet						
2. Districts must identify the criteria for assigning EL students to receive services in a particular model(s).		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet						

D. Provide opportunities for parents or legal guardians of ELs to participate in the program and receive required communication:		Primary Location		Ancillary Location(s)		Mark if not Addressed	Resources	
		Document	Page(s)	Document	Page(s)		eNOTE	Citation(s)
III(d)(i) <a href="#">Click here</a>	Notifications as required by federal or state law or regulation, or a policy adopted by the State Board of Education						f.1	<b>NCLB</b> 3116(d)(1); Sec 3302(a)(b)(d) OELA Toolkit 7
III(d)(ii) <a href="#">Click here</a>	Communications provided (insofar as plausible) in a language the parent can understand						f.2	OCR DOJ Parent Factsheet; OELA Toolkit 10
III(d)(iii) <a href="#">Click here</a>	Parent advisory participation						f.3	NRS 388.407(2)(d)
III(d)(iv) <a href="#">Click here</a>	Family engagement						f.4	ESSA 3115(c)(3)(A), and (d)(6) OELA Toolkit: Chapter 10

***District completes Index above; EMC completes Evaluation below.***

Expectation	Status	Comments/Recommendations
1. Districts provide parental notifications consistent with state and federal regulations, policies, and/or guidance including at a minimum: <ul style="list-style-type: none"> <li>▪ Initial Placement Letter;</li> <li>▪ Continuing Letter;</li> <li>▪ Exit/Reclassified Letter; and</li> <li>▪ Failure to meet Annual Measurable Achievement Objectives (AMAOs) <b>if applicable.</b></li> </ul>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	
2. Districts provide communications to parents of ELs (insofar as plausible) in a language the parent can understand: <ul style="list-style-type: none"> <li>▪ Schools/districts must facilitate comprehension of all essential communications for all parents.</li> </ul>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	
3. Districts must provide opportunities for EL parents to participate in an advisory role.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	
4. Districts must provide opportunities for EL family engagement.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	

E. Facilitate parents or legal guardians of ELs to enroll their children in other educational programs designed for ELs.		Primary Location		Ancillary Location(s)		Mark if not Addressed	Resources	
		Document	Page(s)	Document	Page(s)		eNOTE	Citation(s)
III(e)(iv) <a href="#">Click here</a>	Provide the parents and legal guardians of pupils who are limited English proficient with information regarding other programs that are designed to improve the language acquisition and academic achievement and proficiency of pupils who are limited English proficient and assist those parents and legal guardians in enrolling those pupils in such programs. (Part I – Information)						g.1	NRS 388.407(2)(e)
III(e)(iv) <a href="#">Click here</a>	Provide the parents and legal guardians of pupils who are limited English proficient with information regarding other programs that are designed to improve the language acquisition and academic achievement and proficiency of pupils who are limited English proficient and assist those parents and legal guardians in enrolling those pupils in such programs. (Part II – Assistance)						g.1	NRS 388.407(2)(e)
<b><i>District completes Index above; EMC completes Evaluation below.</i></b>								
<b>Expectation</b>		<b>Status</b>		<b>Comments/Recommendations</b>				
1. Districts must define a process to provide information regarding other educational programs for ELs designed to: <ul style="list-style-type: none"> <li>▪ Improve language acquisition;</li> <li>▪ Academic achievement; and</li> <li>▪ English proficiency.</li> </ul>		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet						
2. Districts must define a process to assist parents or legal guardians to enroll their children in these programs.		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet						

**Appendix B – Reference Glossary****District English Learner (EL) Policy Criteria Recommendations*****Approved by Nevada English Mastery Council – December 2, 2014******Adopted by the State Board of Education – December 11, 2014***

Nevada Revised Statute *NRS 388.411(1)* states “The English Mastery Council created by NRS 388.409 shall: Make recommendations to the State Board for the adoption of regulations concerning criteria for the policies to teach English to pupils who are limited English proficient that are developed by the board of trustees of each school district pursuant to [NRS 388.407](#).”

Accordingly, the English Mastery Council (EMC) respectfully submits the following recommendations for English Learner (EL) Program Policies to be developed by the board of trustees of each school district:

- I. Process Criterion: the process for the development of this policy must include evaluation of relevant research and consultation with teachers, school administrators and parents.  
[ESSA 3116(b)(4)(C)]

Process Criterion: LEA’s process for the development of an EL policy must include evaluation of relevant research and consultation with teachers, school administrators and parents. [ESSA 3116(b)(4)(C)] LEAs may either identify their process within the policy, in related materials, or in a separate assurance accompanying the submission of the policy for review. Districts with few EL students may need to document efforts to communicate with parents; it is also appropriate to include parents of former ELs as part of the collaboration.

Research materials should center on best practices for ELs. The following links may be used to access resources to guide program development:

Office of English Language Acquisition (OELA) EL Toolkit:

<http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>

Office of Civil Rights Programs for English Language Learners Home Page:

<http://www2.ed.gov/about/offices/list/ocr/ell/index.html>

[Click to return](#)

- II. Minimum Component Criteria:

- a. Vision/Purpose/Philosophy Statement that describes the district’s overarching approach to serving its English Learner (EL) students:

The Vision/Purpose/Philosophy Statement should reflect the LEA’s overarching approach to serving its English Learner (EL) students in the context of district priorities, goals and plans.

- i. Statement addresses alignment and integration of EL services with district priorities, goals and plans

Alignment refers to conceptual agreement and capacity for mutual support.

Integration refers to coordinated implementation.

- ii. Statement is consistent with state and federal regulations, policies and/or guidance

Equitable access to educational opportunity for ELs must be sustained.

[Click to return](#)

## **Appendix B – Reference Glossary**

b. Desired Outcomes/Expectations, including:

Desired outcomes/expectations may include a perspective on staffing and training to address personnel capacity to serve ELs. See OELA Toolkit Chapter 3:

<http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap3.pdf>

OCR/DOJ Dear Colleague Letter 1-7-15 pp.14-15:

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

i. EL student attainment of proficiency in the English Language

Federal and state criteria for evaluation of EL services place a priority on development of Academic English Proficiency.

ii. EL student academic achievement

It is expected that EL students will accomplish grade level academic content achievement concurrent with the development of Academic English Proficiency.

[Click to return](#)

c. Definitions of Terms and Acronyms:

i. Consistent with Federal and State regulations, policies and/or guidance

EL Policy and Practice are evolving; LEA's Policy/Plan should clarify acronyms and definitions consistent with current usage.

[Click to return](#)

d. Associated Documents:

i. Corresponding (or Integrated) District EL Service Delivery Plan and/or Operational Guide

The use of associated documents can allow districts to create a global policy that is Board approved and still have flexibility to update and revise required components as identified in associated documents that do not necessarily require Board approval.

If associated documents are not used, all EL policy criteria identified by the Nevada State Board of Education must be addressed in the LEA Board approved EL policy.

[Click to return](#)

III. Minimum Content Criteria (NRS 388.407; relevant DOJ, OCR and Title III Law); the policy must:

a. Provide for the identification of pupils who are limited English proficient [NRS 388.407 (2)(a)] including, as defined by federal or state law or regulation, or a policy adopted by the State Board of Education:

Districts are required to ensure that all public schools identify all students who are qualified for protected class status as English Learners [NCLB 9101(25) – now ESSA 8102??]:

<http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2COutsideReference%2C11%2C>

OELA Toolkit Chapter 1:

<http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap1.pdf>

[Click to return](#)

## **Appendix B – Reference Glossary**

### i. Home Language Survey

Nevada requires a Home Language Survey (HLS) to be administered upon initial registration to all students. The HLS must consist of three basic questions to determine: i. native or first language of the child; ii. language(s) spoken at home; & iii. language(s) used with peers. If a language other than English is indicated for any of the questions, the child must be screened to determine EL status.

### ii. Screening Instrument

If the Home Language Survey indicates a child must be screened for EL status, Nevada requires the WIDA W-APT or WIDA MODELS be administered by qualified personnel. In order to qualify, personnel must certify by completing WIDA training requirements annually. The LEAs must apply state determined EL qualification criteria.

### iii. Exit/Reclassification from EL status [ESSA 3113(b)(2)]

EL students reclassify as English proficient and exit the EL program by scoring 5.0 Composite and 5.0 Literacy on the WIDA ACCESS Assessment. Students are reclassified (exited) from active EL status after the school year in which they meet the exit criteria. Most districts reclassify students with a June 30 date. Reclassified students are monitored for two years after exiting the program. LEAs are required to evaluate former ELs' progress "...in meeting challenging State academic contents and student academic achievement standards for each of the two years after..." they exit from EL services. Students are provided assistance as needed.

[Click to return](#)

## b. Provide for the periodic reassessment of each pupil who is classified as limited English proficient [NRS 388.407(2)(b)] and the appropriate assessment of ELs (Federal Register Vol. 76, No. 75 4-19-11 and Castañeda v. Pickard) including:

### i. English Language Proficiency Assessment (ELPA) as defined by federal or state law or regulation, or a policy adopted by the State Board of Education

The Federal Government requires that all EL students (100%) be assessed annually for English language proficiency in Reading, Writing, Listening, and Speaking. Nevada requires that the annual English Language Proficiency Assessment (ELPA) be administered according to Nevada Proficiency Examination Program (NPEP) procedures. Nevada belongs to the WIDA Consortium and administers the WIDA ACCESS for ELLs 2.0 as the annual ELPA. EL students who are also identified as part of the 1% with the most significant cognitive learning disabilities may be assessed annually for language proficiency by taking the WIDA-ALT ACCESS. Each student's IEP team determines which ELP assessment is most appropriate for the child. If necessary, EL students with disabilities may be exempted from taking one or more domains of the annual WIDA-ACCESS based on their disabilities as determined by the student's IEP team.

### ii. Interim Proficiency Assessment/Evaluation:

#### 1. Formal (Interpret results of district/school tools relative to EL students' English proficiency levels)

EL students participate in Formal Assessments (SBAC, EOC, MAPPs, DRA, and etc.). Each EL student must be evaluated for Accommodations/Designated Supports on all high stakes tests (NDE Designated Supports form needs to be updated and archived annually). LEAs evaluate student performance data relative to their English Proficiency levels.

#### 2. Informal (Evaluate EL students' Academic Language Acquisition progress)

LEAs develop capacity of instructional personnel to apply informal evaluation of ELs' language development for instructional purposes.

[Click to return](#)

## **Appendix B – Reference Glossary**

iii. Classroom assessment of ELs)

1. EL specific practices/accommodations
2. Criteria to apply EL specific practices/accommodations

LEA Policy and Practice should support differentiated classroom instruction designed to provide all EL students access to full content standards. LEAs must guide instructional practice to ensure that ELs of all proficiency levels are expected to learn and demonstrate content mastery. See OELA Toolkit Chapter 4:

<http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap4.pdf>

[Click to return](#)

- c. Be designed to eliminate any gaps in achievement between those pupils who are limited English proficient and pupils who are proficient in English [NRS 388.407(2)(c)] and ensure equitable access to and participation in program services (Castañeda v. Pickard) including:
  - i. Use of data to inform program design, resource allocation and instructional practice:
    1. Federal and State accountability measures for current and former ELs

The state requires LEAs to use data to inform program design, resource allocation and instructional practice for ELs to eliminate performance gaps. Title III funded districts are required to calculate and report school level EL performance on Annual Measurable Achievement Objectives (AMAOs), and to hold each school accountable to meet all AMAO targets. LEAs should have a process to evaluate school level EL performance on NEPF and AMAO measures as part of program planning.

2. Program participation:

- a. Gifted and Talented (ensure access to programs)

LEAs have an obligation to take “affirmative steps” to help English language learners (ELLs) overcome language barriers so they can meaningfully participate in their schools’ educational programs.” (P.6, OCR Dear Colleague Letter, October 1, 2014):

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-resourcecomp-201410.pdf>.

See OELA Toolkit Chapter 4:

<http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap4.pdf>

LEAs should establish criteria and processes to allow qualified ELs to participate in GATE, AP, Honours, and other advanced academic opportunity programs.

- b. Special Education (protect against over and under identification)

Students who are dual certified for Special Education and for EL qualify for protected class status and have right to full services in both programs. LEAs must identify and serve ELs with disabilities with both the language assistance and disability related services they are entitled to under federal law. LEAs must ensure that EL students are not over or under identified for Special Education services. See OELA Toolkit Chapter 6:

<http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf>

[Click to return](#)

- ii. Leadership and Staffing: infrastructure, roles and collaboration

LEAs are required to provide the personnel necessary to effectively implement EL programs, including: teachers qualified to provide EL services, highly qualified core content teachers who are trained to support EL students, and administrators who are trained to evaluate these teachers. The roles and collaborative practices of instructional personnel must be defined as part of the service for ELs. See OELA Toolkit Chapter 3:

<http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap3.pdf>

[Click to return](#)

## **Appendix B – Reference Glossary**

- iii. Curriculum: Research based selection of curricula that consider language development needs of ELs:

LEAs are required to adopt and implement research-based, high quality, rigorous ELD curriculum, instructional materials and practices that align with and support EL student attainment of the Nevada (WIDA) ELD and Academic Content Standards. See “Framework for Raising Expectations and Instructional Rigor for English Language Learners” (Council of Great City Schools - CGCS):

<http://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/Framework%20for%20Raising%20Expectations.pdf>

1. ELD Curriculum: High quality, rigorous instructional materials and practices that align with:
  - a. The Nevada Academic Content Standards
  - b. District identified program Model(s) of Instruction/Instructional Delivery Method(s)

Nevada has adopted the WIDA ELD Standards. LEAs are required to design programs of instructional service for ELs. As needed, LEAs should implement specific activities designed to support the program of instructional service and to eliminate gaps in achievement. See OELA Toolkit Chapter 2:

<http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap2.pdf>

2. Content Curriculum: High quality, rigorous instructional materials and practices that provide ELs concurrent expectations for and access to:
  - a. Academic English Development
  - b. Grade-level Content Instruction

LEAs should have procedures to appropriately consider language proficiency as a factor when determining grade retention of a child. (See Council of Great City Schools “Framework...” above)

3. Integrate cultural relevance, the building of background knowledge, and the acquisition of academic language into all content area and language development curricula.

LEAs must support and guide Instructional Personnel to develop cultural and linguistic awareness. See OELA Toolkit Chapter 5: <http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap5.pdf>

[Click to return](#)

- iv. Professional Development/Learning

LEAs are required to address professional development for English Learner Services. The professional development should be designed to improve the instruction and assessment for ELs by enhancing teacher capacity to understand and use curricula, assessment measures, and instructional strategies supporting academic language development and equitable access to grade level content. The professional development should be of sufficient intensity and duration to have a positive and lasting impact on classroom instruction. Title III Funded districts are required to use some of the allocation for Professional Development.

[Click to return](#)

- v. Models of Instruction/Instructional Delivery Methods

LEAs are required to provide the basic service for ELs including program(s) of instruction. LEAs must develop criteria for student placement; parents must be notified of their child's primary program model of instruction. The state collects baseline data on student program services to evaluate program types in connection with student performance on English Language Proficiency and high-stakes content assessments. See OELA Toolkit Chapter 2:

<http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap2.pdf>

[Click to return](#)

## **Appendix B – Reference Glossary**

- d. Provide opportunities for the parents or legal guardians of pupils who are limited English proficient to participate in the program [NRS 388.407(2)(d)] and ensure proper communication of required information (**NCLB** 3302) including:
- i. Notifications as required by federal or state law or regulation, or a policy adopted by the State Board of Education

LEAs are required to notify EL parents annually regarding their child's classification, continuation, and/or reclassification. All required parent notifications must be sent to all parents of ELs in the required timeline and in a language or format that the parents are likely to understand. Title III funded districts must inform parents of all ELs if the district fails to meet AMAO. Letters notifying parents of EL status must be sent within 30 days of the beginning of school or within 10 school days of enrollment for students entering the school after the first month. Letters must include:

- ii. Communications provided (insofar as plausible) in a language the parent can understand

See OCR/DOJ Parent Factsheet:

<https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-lep-parents-201501.pdf>

See OELA Toolkit Chapter 10:

<https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-lep-parents-201501.pdf>

- iii. Parent advisory participation

According to **NCLB**, [3116(b)(4); Sec 3202(e)] parent participation must include regular meetings with parents “for the purpose of formulating and responding to recommendations” and be “...an effective means of outreach to parents” informing them how they can:

- Be involved in the education of their children; and
- Assist their children to learn English and achieve in core academic subjects

- iv. Family engagement

LEAs are required to promote parental, family and community engagement to participate in EL programs.

[Click to return](#)

- e. Provide the parents and legal guardians of pupils who are limited English proficient with information regarding other programs that are designed to improve the language acquisition and academic achievement and proficiency of pupils who are limited English proficient and assist those parents and legal guardians in enrolling those pupils in such programs. [NRS 388.407(2)(e)]

The NDE will facilitate sharing products and procedures between districts as districts respond to this directive.

[Click to return](#)

**Appendix B – Reference Glossary****District English Learner (EL) Policy Criteria Recommendations**  
***NDE Supports for LEA District Policy Implementation***

Nevada Revised Statute NRS 388.411(2) states “The English Mastery Council created by NRS 388.409 shall: Review annually each policy to teach English to pupils who are limited English proficient that is developed by the board of trustees of each school district pursuant to NRS 388.407 and make recommendations for improvement to the State Board and the applicable board of trustees.”

Accordingly, the English Mastery Council (EMC) respectfully requests the Nevada State Board of Education to Direct the Nevada Department of Education to:

1. Provide Districts with written guidance for the development of District EL Program Policies in accordance with Board of Education approved criteria for these policies.
2. Provide the English Mastery Council with a checklist/rubric for the annual evaluation of districts’ EL Program Policies.
3. Prepare a Nevada State Policy/Implementation Plan for EL Programs to be adopted by the State Board of Education